

Creating an Editing Notebook

MATERIALS: 2 pieces of paper (premade sheets optional,) scissors (or tear paper by hand)

INSTRUCTIONS:

1. Print pages using double sided option; this will give you two printed pages total.
2. Cut away blank tabs on the right side of the page to leave only the printed tab on the right sides of the pages.
3. Fold the pages in half hamburger style.
4. Separate the pages and select the one with the punctuation tab. Fold it over so that punctuation is at the top right and vocabulary is at mid right.
5. Open the page and cut an inch and half along the centre fold from the top and then from the bottom.
6. Now take out the other page and fold it over so that the grammar tab is at top right and spelling is bottom right.
7. Open this page and fold it hot dog style. Keeping the page folded, cut along the centre crease until you get about 2 inches from the edge; when you unfold the page you will now see a hole in the middle of the page.
8. Take the first page and keeping the vocabulary tab facing towards you, gently roll the paper into a tube. Insert the tube into the hole in the second paper – make sure the second paper has the spelling tab at the bottom right facing towards you.
9. When the tube is at the halfway point gently unfold it so that the two papers fit together. Fold over and smooth so that the first page has the Punctuation tab.
10. Your editing book is now assembled!

<p>_____’s EDITING BOOK</p> <p>Creating an Editing Notebook is important for all ELLs. On a daily basis ELLs should be given feedback on 2-3 writing errors. Teachers should select the most frequently occurring and most easily solved errors first and work students towards their more unique and difficult grammar problems after they have mastered the basics. Students should be directed to write down their error(s) and how you told them to fix the error(s); this gives them both the example and the rule or correction to refer to later on. Students should be expected to look through their editing notebook before handing in written work to ensure they have not repeated an error. This will take time and students will have to be redirected to the examples in their book, but eventually students will become more independent and able to edit their own work.</p>	<p>P U N C T U A T I O N</p>
	<p>G R A M M A R</p>
	<p>V O C A B U L A R Y</p>
	<p>S P E L L I N G</p>

*Note: if you are unsure what errors to focus on, consult your Student’s STEPs OLB chart. Ensure errors in the lowest range (left hand side) are corrected before moving to the right side of the chart.

Another good source for planning are the charts provided in the Ontario Curriculum grades 9-12 ESL/ELD 2007 (see <http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf>)

_____’s EDITING BOOK

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